



Planète Montessori
INTERNATIONAL SCHOOL

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INCLUSION, EQUALITY AND DIVERSITY POLICY

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The school's vision and approach

Planete Montessori International School is committed to creating a stimulating teaching, learning, and working environment that values diversity, mutual respect and tolerance, and one another. We strive to create and maintain an environment of inclusion, equality and diversity **(IE&D)** in all aspects of our community life.

We value diversity across all the dimensions of difference so that pupils and staff can flourish and achieve their full potential without encountering discrimination. We believe that diversity enriches our individual and collective experience, performance and achievement and is integral to living our school values of developing intellectual curiosity and respecting one another and the environment.

We welcome staff and children from many different ethnic groups, backgrounds and creeds. We will work to continually develop an inclusive practice to provide a culture of belonging in which all pupils and staff feel authentic in their work and learning.

To demonstrate our commitment to IE&D and recognise that we have a joint responsibility for creating an inclusive culture, the school will establish working groups to address areas of development. Membership will constitute staff, current learners and parents/carers. Flowing from the work of these groups, workstreams will focus on the specific development of curriculum, pastoral care, training and representation.

In this policy, the Planete Montessori International School comprises the Targa Campus having a Pre-Preparatory School including the EYFS setting and the Agdal Campus comprises the IB PYP and IB MYP School.

Planète Montessori International school is committing to creating a school community where all members are welcomed, accepted and treated equitably and with respect, regardless of their backgrounds. We respect and value difference and understand that diversity is a strength. We believe that diversity should be respected and celebrated by our community. We want all members of our school to feel a sense of belonging and to know that they are respected and able to participate fully in school life.

Our responsibility is to ensure that:

All children:

- Feel secure and valued
- Have equal access to our school programs
- Experience success
- Are given opportunities to foster their personal development by helping them to be responsible and develop their self-confidence
- Participate fully in the school life
- Evolve in a positive and respectful environment
- Are given opportunities to develop their learner profile (Be reflective, thinkers, open-minded, balanced, communicators, risks takers, knowledgeable, inquirers and caring)
- Benefit from a suitable learning experience, based on their needs and personalities
- Will be addressed with racism, sexism and bullying
- Will receive support to reduce or eliminate barriers so they can learn and fully engage with their peers

All parents/carers:

- Are seen as partners in the education process
- Are given many opportunities to keep in regular contact with school regarding their child's progress, the key areas of the curriculum and to develop understanding of their child's special educational needs (Progress report meetings, Three way meetings, Observation in our classrooms)
- Are invited to participate to many events inside the school (Family partnership, coffee mornings, end of year show...)

All teachers:

- Are well supported in order to be fully effective in their roles.
- Are aware of each child's developmental goals and the needed support to achieve them
- Are given opportunities to express their feelings or concerns
- Are actively engaged in the school life
- Benefit from ongoing and designed professional learning to develop and grow their skills and their practice.
- Demonstrate a positive attitude
- Make all children, including with additional support needs feel valued, active and appreciated

Our support*Inclusive environment:*

Our school physical environment is set up to consider the needs of all children. We have very large classrooms (100m²), with very wide pathway. Our materials are visible and at the children's level so that every child can access items independently and make learning experiences positive for all children. We have different spaces in each class for language, mathematics, biology etc, with a full range of materials. Everything is prepared and organised so the children have a free access. We also have a sink in each classroom, at the child's level to allow them to be independent.

Inclusive community:

In Planete Montessori International School, we give opportunity to every child to participate actively in the community, regardless of their backgrounds or special needs. We do not exclude any children or families and offer our support, when necessary, with our support team: speech therapist and language support team. As we are a Montessori school, we have multi ages classes. Therefore, our different environment encourages our children to learn from each other. Everyone has someone they can work with, regardless of their skill level. Children don't feel left behind if they struggle with a concept. For example, we might see an older child showing a younger one how to complete an activity, with the younger child fascinated by watching his older classmate accomplish what he can't yet do.

Our multi age classes also helps to eliminate unhealthy competition between pupils.

Pupils of similar ages and abilities naturally compare themselves to one another. In our mixed-ages classrooms, attention is instead drawn to the range of talents and abilities within the class. children can build confidence working in diverse groups, talking and interacting with different aged children. Furthermore, as we are an international school with a lot of different cultures, we make sure to sensibilise our community to have an international sensibility and be open minded.

We create different events during the year to foster their interest to their peer's tradition or backgrounds. (Our culture day for example). Our goals are to encourage our children to be principled, caring and balanced.

Inclusive learning:

We make sure to provide a supportive approach that is built on each child's strengths by offering an environment that is child-centred. In our classrooms, learners progress at their own pace, which can be very helpful for children with learning difficulties. Lessons are given on an individual or in small groups to enable the teacher to discover more about each individual. Our practical life exercises enhance the development of task organisation, grace and courtesy and coordination for all children.

Our pupils learn by doing and are free to move about. This is an advantage for those who require a high level of physical activity or may have difficulty sustaining attention in a more traditional classroom setting. Furthermore, our Montessori teachers are trained observers who expertly individualise instruction for all pupils, not just those with learning differences. Through careful observation of each pupil, teachers tailor their lesson planning to include accommodations for pupils who need support.

PYP: A program adapted to the 1-6 and 6-12 phases:

Learners from 1 to 6 years old experience a period of intense mental activity that allows them to "absorb" learning from their environment without conscious effort, naturally and spontaneously. This is why, we make sure to offer them a well prepared environment that will foster their independence, encourages empathy, a passion for social justice, and a joy in lifelong learning.

Around the age of six, they will experience a sensitive period of culture and will start to be curious, ask questions. In order to respond to their needs, we offer a program with wide range of opportunities to explore their culture, and that of others, through the study of history, geography, language arts, and the sciences. By having the opportunity to work in groups, to collaborate, and to take on different projects throughout the year, our children develop a genuine interest in others, whether it is within their local community or in a more global sense of awareness.

Community project:

We want our children to be able to become independent, but essentially, to understand that, to form a community, we need to work all together. This is why we created our community project, in each classroom; It is a protocol where each child has responsibility in the class. At the beginning of the week, they will have a circle time with their teacher and decide who is going to have some tasks and responsibilities during the week. They can, for example be responsible for setting up the table for lunch, taking care of the language materials, taking care of the plants, assist the teacher etc.

Families-centred environment:

As we consider the parents/carers of our children as our partners, we encourage our families to be actively engaged in our school life and in their child's learning. They have many occasions, during the school year, to engage with the different teachers, administration or other parents/carers:

- Three-way meeting with the main child's teacher

Goal setting conference: Meeting at the beginning of the year with the parents/carers, the children and the teacher to discuss their learning and determine the goals for the year and how they can support the achievement of the different goals. They will also meet again at the end of the first and second semester to offer a continuity to the parents/carers and discuss the progress of the child.

- Progress report meeting twice a year with the child's different teacher

Meeting parents/guide twice a year to discuss the pupil's progress development and needs and give them more information about our school's programme. It is also the opportunity for the parents/carers to express their concerns or questions and it is the continuity of the Three-way meeting happening at the beginning of the year. Indeed, teachers and parents/carers will review the goals during the three way and evaluate if the child achieved them. They will then determine other goals depending on each situation and explain to the parents/carers how they can support them in their achievement.

- Regular meetings with our speech therapist

To discuss the evolution of their child's development and find ways to collaborate to work towards improving language development and/or other communication problems that their child may have.

- Family Partnership

An opportunity for the parents/carers to understand our pedagogy, the children's programme and the school environment. We have different family partnership's night throughout the year, with a different topic. Conducted by our Montessori educators or specialists, it really gives the opportunity for the parents/carers to better understand our pedagogy and our materials.

For example, the themes of our last two conferences:

- "Help me to think by myself"
- "The development of the child's brain"
- "How to develop the mathematics spirit of my child"

These meetings are really appreciated by the parents/carers as they allow them to learn more about different subjects related to their children's education.

Other events:

- Coffee mornings with the other parents/carers
- Potluck with all parents/carers, children and teachers where everyone brings food to share and where the children have the opportunity to present some of their projects.
- Reading night with parents/carers, teachers and the administration team where we created few cozy spaces inside the school and offer the opportunity to everyone to read a story in different languages.
- And more...

Scope

This policy applies to all members of our school and should be read in conjunction with the following policies:

- Admissions Policy
- Anti-bullying Policy
- Complaints Policy
- Curriculum Policy
- Safeguarding and Child Protection Policy
- Educational Visits Policy
- Fire Safety Policy
- Health and Safety Policy
- Visitor Policy
- Academic Integrity
- Assessment Policy
- Language Policy
- Communication Policy
- Observation Policy

All School policies and practices will conform to the principle of equal opportunities. Equality analysis will be routinely undertaken when developing new policies and reviewing existing ones.

Inclusion, Equality and Diversity

1. **Inclusion** is the culture in which a diverse mix of people can come to work or school, feel comfortable and confident to be themselves, work and learn in a way that enables them and delivers professional/educational needs. Inclusion aims to ensure that everyone feels valued and accepted.
2. **Equality** ensures that everyone has equal rights and equal opportunities, regardless of diverse characteristics. Equality of opportunity has a legal framework to ensure protected groups are not discriminated against.
3. **Equity** relates to equality and covers the provision of the means – often varied, reflecting diverse needs – for people to move towards equal and just outcomes.
4. **Diversity** is about recognising and valuing differences, where everyone is respected for who they are.

We are committed to the principle of equal opportunities that opposes discrimination based on the following protected characteristics:

- sex
- marital or civil partnership status
- pregnancy and maternity
- disability
- age

We will take all reasonable steps within our power to ensure that all members of the community are treated equally and fairly.

Inclusion, Equality and Diversity Policy: Key Principles

Our approach to inclusion, equality and diversity is based on the following key principles:

- **All people are of equal value.** However, this does not mean we treat everyone the same, sometimes we will need to acknowledge differences so that all of our people have access to the same opportunities as others and outcomes are considered.
- **We recognise, respect and value differences and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages with the protected characteristics.
- **We foster mutual tolerance and positive behaviour** in line with our school values to respect one another and the environment.
- **We foster a shared sense of inclusion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- **We observe good equality practices for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development and working conditions.
- **We work to raise standards for all learners, especially the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.
- **Challenging all forms of prejudice and stereotyping.** We challenge and report incidents of prejudice-based bullying, for example racist, sexist, homophobic or bullying of people because of a disability. We will also challenge other stereotypes discrimination and bullying that arise from them.

Responsibilities for IE&D

We all have a responsibility to act per this policy. This includes volunteers and those working on a contractual basis.

Our collective responsibilities:

- To take responsibility for ensuring we have a community where all are valued and respected. This includes being empowered to speak and supporting others to express views openly and constructively.
- To encourage individuals to report any form of discrimination, unfair treatment, bullying or harassment where this is observed.
- Appropriately challenging any form of behaviour that disrespects areas of difference.
- To be familiar with this policy and act per its aims.

IE&D for Pupils

This policy celebrates and recognises the work that the PMIS is undertaking to promote IE&D through all aspects of learning. PMIS seeks to develop a pupil community of people who:

- promote respect for others and a culture of tolerance by seeking to better understand different beliefs and cultures;
- are developing informed, ethical views of complex issues;
- know why all forms of discrimination and stereotyping are unacceptable and how to challenge them;
- understand the importance of celebrating diversity and promoting equality; and
- recognise and respect a balanced approach to different views and perspectives about complex issues.

All pupils will be treated with equity and, where necessary, positive action (as defined in the Supreme Council for Education, Training and Scientific Research 2015-2030 vision) will be implemented to include pupils of minority groups.

Admissions

PMIS will seek to identify inclusion deficits by monitoring the profile of pupil admissions at all entry points and identifying the nature and cause of under-representation related to pupil intake. PMIS will ensure communications appeal to a wide breadth of pupils and families and seek to develop excellent liaison and support for incoming pupils through equality assessment.

Curriculum Delivery

The curriculum will promote respect and a culture of inclusion, equality & diversity, including incorporating a diversity of content that has regard to the protected characteristics under the Supreme Council for Education, Training and Scientific Research 2015-2030 vision. Pedagogy will be holistic and engaged, to ensure inclusion of all pupils. The curriculum and co-curriculum will seek to prepare pupils for a global multi-cultural society by the use of equality analysis in curriculum and co-curricular development. The school will consider how its teaching can help support the development of important attributes in pupils such as honesty, kindness, tolerance, courtesy, resilience, caring and self-efficacy. Data may be used to measure outcomes and progression of pupils across many diversity measures.

Pastoral Care

The PMIS will make every effort to support pupils who experience difficulties in learning, social inclusion or other aspects of their lives at school. The PMIS will seek to implement and develop equality analysis within its pastoral care, recognising that some pupils may have to deal with barriers to inclusion and learning that are related to protected characteristics. Staff training, cultural awareness and liaison with parents/carers will be paramount in delivering effective pastoral care. The Emotional Wellbeing and PMIS curriculum will be continually reviewed to ensure that pastoral education is up-to-date and relevant, and promotes a balanced approach to complex issues.

Behaviour

Pupils are expected to respect one another in line with the school values. Staff will set a positive example by role-modelling these expectations. Any incidents of harassment, bullying, misconduct or any form of stereotyping relating to issues of IE&D will be dealt with by a combined approach of education and sanction under the School's *Anti-Bullying Policy* and *Safeguarding and Child Protection Policy*.

IE&D for Staff

In line with our *Code of Conduct* and *Dignity at Work as per JD's*, we seek continually to create an environment where all staff are responsible for treating colleagues, pupils, staff, parents/carers and visitors with dignity and respect and behave in a way that does not precipitate claims of discrimination, harassment or victimisation. Any such allegations or incidents will be dealt with under the staff disciplinary procedures. It is important to appreciate that staff are responsible for their acts of discrimination, harassment or victimisation carried out during their employment. When appropriate, the PMIS will seek to support staff with appropriate training and guidance.

Complaints and Support

If anyone believes that they have been discriminated against, bullied, harassed or victimised based on a protected characteristic they should follow **the Complaints policy**.

We will take all complaints of discrimination, unfair treatment, harassment and bullying seriously. If a person feels excluded in any respect, they are encouraged to report this so that the school can respond appropriately and with sensitivity.

Pupils may speak with a trusted adult in school. This may include any member of the teaching staff or pupils can go directly to the DSL. Staff should feel able to seek support from their DSL, Coordinators, Head of School, **IE&D** or the HR.

Review

The Coordinators, DSL and Director of HR in conjunction with the Head of School will be responsible for reviewing this policy from a legislative and operational perspective, in consultation with the school's staff consultative bodies. Recommendations for any amendments will be reported to the Governing Board.